

## **Speech Acts of Requests: A Case of Indonesian EFL Learners**

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### **Abstract**

*This study sheds light on the delineation of the most frequently used request strategies as realized by Indonesian EFL learners and their reasons of utilizing such strategies. A descriptive qualitative study was employed by involving forty (40) English learners of a university at Surakarta as the participants. The data were gathered by means of DCT-questionnaire, Role-plays, and Focus Group Discussion (FGD). The obtained data were descriptively analyzed by referring to Blum-Kulka and Olshtain's Cross-Cultural Study of Speech Act Realization Patterns (CCSARP) followed by transcribing the result of FGD. The findings illustrated that Indonesian EFL learners made use of conventionally indirect request more frequently than other strategies. Furthermore, the FGD revealed that their reasons of employing conventionally indirect strategy were because of the cultural factors and the social distance between the interlocutors. As an effort to equip EFL learners with adequate pragmatic competence, this study offers some input enhancement both in terms of process (teaching activities) and in terms of product (realizing speech act of requests) for ELT practices in Indonesian context.*

*Keywords: request strategies, speech acts, pragmatic competence*

## 1. INTRODUCTION

Successful intercultural communication entails the knowledge of grammatical forms and the ability of using language functions appropriately in a real social context. Thus, English as foreign language (EFL) teaching aims to equip learners with the concept of communicative competence, consisting of grammatical knowledge and pragmatic competence (Celce-Murcia, Dörnyei, & Thurrell, 1995). In the recent years, scholars (Hu, 2014; Li, Suleiman, & Sazalie, 2015; Ortactepe, 2012) point out that EFL learners encounter difficulty and challenge in acquiring pragmatic competence and communicating appropriately in different social interactions because of their lacks of language function and cross-cultural knowledge. This issue becomes crucial since this limitation is potentially to cause communication breakdowns when interacting with native speakers because they tend to interpret the pragmatic failures as arrogance and rudeness (Li, Suleiman, & Sazali, 2015). Thus, for this reason, examining the development of pragmatic competence of EFL learners has become an interesting inquiry.

Having discussion about pragmatic competence cannot surely be separated from the idea of speech acts. A speech act, initiated by Searle (1969), in philosophy of language and linguistics means an utterance that not only expresses an information, but also carries out an action (Aitchison, 2003; Yule, 1996). In the context of global communication where different cultures are interacting, the emergence of utterances containing speech acts, which serve different communicative functions to reach certain purposes, often take place (Sattar & Suleian, 2009). To communicate appropriately among different cultures, English language teaching should accommodate the learners' need of language functions and cross-cultural understanding (Jazeri & Nurhayati, 2019). Therefore, EFL learners should be well equipped with the knowledge of pragmatic competence and language function.

Searle (1969) stated that all speech acts are intending to some degree, and understanding the intention that often become a problem. For instance, a question such as "can you close the door?" is not merely a yes-or-no question, but indicates an indirect request. Because of its crucial role in communication, the study of speech act of requests still becomes an interesting issue among the researchers (Maros & Halim, 2018). For the purpose of this study, speech act theory will provide insights on Indonesian EFL learners' request strategies so as their reasons of employing such strategies.

The act of requesting has long received scholars' attention since it belongs to the face-threatening acts. To understand how speech acts of requests are realized in different languages, the Blum-Kulka and Olshtain's Cross-Cultural Speech Act Realization Project (CCSARP) was conducted in various languages (i.e., Hebrew, Danish, and Germany). Since then, a number of cross-cultural pragmatic studies have been conducted across different languages by implementing the same patterns or by adapting it (Daskalovska, Ivanovska, Kusevska, & Ulanska, 2016; Güneş & Ortaçtepe, 2019; Yazdanfar & Bonyadi, 2016). In Indonesian context, some comparative studies have been carried out to investigate how Indonesian EFL speakers realize speech acts of requests (e.g., Nugroho, 2019; Susilo, 2015; Sari, Raja, & Sudirman, 2015; Syahri & Kadarisman, 2007). These studies revealed similar results that Indonesian EFL speakers performed linguistic means to communicate but they

mostly employed conventionally indirect requests in almost all situations and contexts as their strategies.

While these aforementioned previous studies relied on Discourse Completion Task (DCTs) to examine the requesting acts of Indonesian EFL learners, there is a need of utilizing more authentic measurements in the pragmatic literatures such as Oral Discourse Completion Task (ODCTs) and Role-plays to support the results obtained from DCTs. Although this study employs Role-plays, however, its contribution to the realm of pragmatics is not the use of another model of data collection tool. Instead, the present study examines Indonesian EFL learners' reasons behind their choices of request strategies. Investigating their reasons is crucial to do to reveal Indonesian EFL learners' perceptions and attitudes toward the existing theory of cross-cultural request realization patterns developed by Blum-Kulka and Olshtain (1984). Initially, a study in this issue had been conducted by Nugroho (2019) by investigating Indonesian ESP teachers' reasons of utilizing certain request strategies and Sumarti and Widodo (2019) by interpreting non-conventionally indirect requests in *Haikyuu!!* (1<sup>st</sup> season) anime. Nevertheless, the researchers argue that an inquiry on why Indonesian EFL learners realize their request strategies should be clearly examined since the two studies did not reveal speakers' perceptions from EFL learners' point of view. Also, the present study contributes as a comparative study to enrich the theories of pragmatic competence and speech acts. Accordingly, this descriptive qualitative study is carried out to fill the gap by delineating how Indonesian EFL learners realize requests in English so as by examining their reasons of employing the strategies. To ensure the objectives, the present study is guided under the two research questions: (1) what are the most and the least employed request strategies among Indonesian EFL learners? and (2) what are Indonesian EFL learners' reasons of employing their request strategies?

## **2. LITERATURE REVIEW**

### **2.1 Pragmatic Competence**

Pragmatic competence has been considered as an important key competency and as a part of the twenty-first century language skill (Idris and Widyantoro, 2019) after several theoretical bases of communicative competence were initiated by Canale and Swain (1980), Bachman (1990), Celce-Murcia, Dörnyei, and Thurrell (1995), and Bachman and Palmer (1996). Pragmatic competence, which is an essential part of communicative competence, is the ability to appropriately perform language functions in real context of social interactions (Ashoorpour & Azari, 2014; Pinyo, 2010; Yazdanfar & Bonyadi, 2016).

For long years, before the emergence of communicative competence models, English language teaching had been equated with grammatical knowledge and vocabulary memorization (Nugroho, 2019), thus, the pragmatic competence of the language seems to be put aside (Güneş & Ortaçtepe, 2019). However, it was proven that the mastery of grammatical knowledge and vocabulary was not sufficient for successful communication in real social contexts (Widanta, Hudiananingsih, Sitawati, & Ardika, 2019). Therefore, to be communicatively competent, English speakers are required to have the ability of performing appropriate language functions based on the real context of communication.

## 2.2 Acts of Requesting

The most utilized and well-known request strategy classification is the Cross-Cultural Speech Acts Realization Project (CCSARP) by Blum-Kulka and Olshtain (1984). In analyzing acts of requesting in English, the CCSARP is not outdated (Thuruvan & Yunus, 2017). Thus far, the framework offers a fundamental guide in examining requests across culture (Jalilifar, 2009; Yazdanfar & Bonyadi, 2016) and in many English as a foreign language (EFL) context (Cunningham, 2017; Daskalovska, Ivanovska, Kusevska, & Ulanska, 2016; Hu, 2014; Nugroho, 2019). As request is categorized into a face threatening act, English speakers employ various strategies to either strengthen or mitigate their requests. The CCSARP distinguishes the request strategies into three: direct, conventionally indirect and non-conventionally indirect (Blum-kulka & Olshtain, 1984). Furthermore, it highlights request strategies in each three levels of directness (see table 1).

Table 1. Blum-Kulka and Olshtain's Request Strategies Classification

Directness Level	Strategy Types	Example
Direct	1. <i>Mood derivable</i> : the verb of the utterance grammatically determines the illocutionary meaning as a request (imperative).	<i>Open your book.</i>
	2. <i>Explicit performatives</i> : the illocutionary meaning of the utterance is explicitly stated.	<i>I'm asking you to open your book.</i>
	3. <i>Hedged performatives</i> : the stated illocutionary meaning is modified by hedging expressions.	<i>I would like to ask you to open your book.</i>
	4. <i>Obligation statements</i> : the illocutionary act is directly stated from the semantic meaning of the utterance.	<i>You should open your book.</i>
	5. <i>Want statements</i> : the utterance expresses desire of the speaker.	
	6. <i>Suggestory formulae</i> : the utterance literally contains a suggestion to do.	<i>I want you to open your book.</i>
Conventionally indirect	7. <i>Query preparatory</i> : the utterance carries reference to a preparatory condition (e.g. ability, willingness, or possibility to perform the act) as conventionalized in any particular language.	<i>Why don't you open your book?</i> <i>Could you open your book?</i> <i>Would you mind to open your book?</i>
	8. <i>Strong hint</i> : the utterance holds partial reference to object required to implement the act.	
	9. <i>Mild hint</i> : no reference is produced to the request proper (or any of its element) but interpretation is possible from the context.	<i>Your book is close.</i>

*There is a good picture in  
your book.*

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Source: adapted from Yazdanfar & Bonyadi (2016)

### **2.3 EFL Teaching in Indonesia**

Teaching English as foreign language (EFL) in Indonesia has evolved in some recent decades. For many years, Indonesian EFL teaching had been devoted to language accuracy rather than communicative functions of the language (Krisnawati, 2011). Realizing the importance of teaching English as a communication skill, the Indonesian government established a new curriculum (called as K-13) in 2013 which emphasizes on pragmatic competence as the primary target. Since then, learning English as a means of communication is becoming an interesting discussion among teachers and researchers in this area.

## **3. RESEARCH METHOD**

This study is a descriptive qualitative aimed at describing how Indonesian EFL learners realize request strategies so as at revealing their reasons of employing such strategies. As in a qualitative research, contextualization of the data is an important aspect since the data were interpreted in the context of EFL setting in which the data were gathered. Thus, this study concerns on the accuracy of the phenomenon being studied instead of the generalization.

### **3.1 Participants**

The data consisted of utterances in the form of request realizations obtained from forty (40) learners studying English at a university in Surakarta Indonesia as the participants who were purposively selected based on their good level of English proficiency determined by a TOEFL-like test. Thus, they are assumed to have adequate knowledge and skills of English and are able to understand the situations described in the DCT-questionnaire and produce requests based on the contexts. Moreover, based on their responses provided in the questionnaire, twenty-eight (28) of them were invited to participate in the Role-plays. Finally, six (6) participants are involved in the FGD to reveal their reasons in employing their request strategies through the DCT-questionnaire and Role-plays.

### **3.2 Instruments**

The data of this study were collected by means of Discourse Completion Task (DCT) questionnaire, Role-plays, and Focus Group Discussion (FGD). Firstly, the DCT-questionnaire consisting of twelve situations adapted from Nugroho (2019) were administered to elicit request realizations of the Indonesian EFL learners. Each situation was followed by a blank space where the participants were required to provide an appropriate requesting act as though they were the speakers in real-life interaction as described in the situation, for instance:

**Situation 2.** When you are reading a book at library, you suddenly realize that you forget to bring a pen. You need it to write some notes. Sitting next to you, a person

about your age whom you do not already know. You want to borrow a pen from him.  
*What will you say to borrow a pen from him?*

The DCT descriptions explicitly told the subjects about the roles they ought to play in such situations. By referring to the described roles and situations, the participants were required to provide requests in the given blank spaces (see Appendix 1).

Secondly, out of 40, 28 learners were purposively selected as the participants of the Role-plays. The Role-plays were conducted to ensure the accuracy of request realizations employed by the participants since according to some scholars, the DCT-questionnaire cannot capture the complete interaction of natural speech (Abd. Rahman & Ramli, 2013). The participants were asked to produce dialogues containing requests based on the given scenarios of the Role-plays adapted from Syahri and Kadarisman (2007) as exemplified below:

**Scenario 1.** You are in hurry after the class because you have promised your father to drop off him to the station. Your father will leave for out of town. You will be late if you take mass transportation from the campus. While waiting for a bus, you see a fellow student riding a motorcycle. It is a good chance for you to ask the fellow student to give a ride home.

To avoid repeating other participants' utterances, each scenario was written in a piece of paper and rolled into coupons. They were required to take some coupons randomly and practice dialogues in front of the class based on the described scenarios with their pairs. This procedure was conducted several times in some meetings until each participant performed at least 5 of the 8 scenarios provided (see Appendix 2).

Moreover, the FGD was utilized to reveal the participants' reasons of employing their request strategies. Out of the 28, 6 learners were selected as the participants in this phase. According to Freitas, Oliveira, Jenkins, and Popjoy, (1998), FGD is a type of an in-depth interview of a group in collecting data in a short period of time. It also gives rich data since the participants could interact in the same time to discuss the same topic. They were alternately asked to present their reasons why they chose such request strategies in their DCT-questionnaires and Role-plays. The FGD was continued until the saturation point was achieved, in which the interview process showed no new information. In this FGD, the researchers used a video recorder to record all conversation to store the information although the researchers themselves were moderating the discussion.

### 3.3 Data Analysis

The data obtained from DCT-questionnaires and Role-plays were kindly categorized based on the Cross-Cultural Study of Speech Act Realization Patterns (CCSARP) by Blum-Kulka and Olshtain (1984) to see the most frequently used request strategies. The results were calculated in the form of percentage using excel program. Then comparison was done between the result of DCT-questionnaires and Role-plays to highlight the distribution of all request realizations across all situations. Following this, the transcription of FGD results was

conducted to examine the Indonesian EFL learners' reasons in employing their request strategies. The researchers read the transcription over and over again to earn the initial points. At the same time, the researchers also removed some repeated and unnecessary data. Finally, the researchers made classification of the data that was utilized as the basis of interpretation and conclusion drawing.

#### **4. FINDINGS**

This section presents the findings with regard to the two research questions concerning on the most frequently used request strategies by Indonesian EFL learners and their reasons of employing such strategies. Several utterances from the participants are quoted verbatim to support the explanation of the findings.

##### **4.1 The most Frequently Used Request Strategies by Indonesian EFL Learners**

The request realizations produced by forty (40) Indonesian EFL learners through the DCT-questionnaire are varied in terms of the strategies, i.e. direct, conventionally indirect, and non-conventionally indirect. However, the distribution of the request strategies is significantly different as shown in the table 2. Among 480 responses obtained from DCT-questionnaire, 8 utterances (1.6%) are considered as data biases, in which 5 are blank responses and the rests utterances do not reflect acts of requesting. Further, table 2 depicts that the most frequently used request strategies by Indonesian EFL learners is conventionally indirect (73%) represented by query preparatory (69.5%) as its sub-strategy. The less frequent used request strategy is direct request (19.3%) and the least frequent strategy is non-conventionally indirect request (6%).

Table 2. Indonesian EFL learners' request strategies in DCT-questionnaire

<b>Request Strategies</b>	<b>N</b>	<b>Percentage (%)</b>
<b>Direct</b>	<b>93</b>	<b>19.3</b>
Mood derivable	38	7.9
Explicit performatives	7	1.4
Hedged performatives	23	4.8
Obligation statements	11	2.3
Want statements	14	2.9
<b>Conventionally indirect</b>	<b>350</b>	<b>73.0</b>
Suggestory formulae	16	3.5
Query preparatory	334	69.5
<b>Non-conventionally indirect</b>	<b>29</b>	<b>6.0</b>
Strong hint	12	2.5
Mild hint	17	3.5
<b>Total</b>	<b>472</b>	<b>98.4</b>

Through Role-plays, 28 participants have produced 136 request realizations that belong to direct, conventionally indirect, and non-conventionally indirect strategies. 4

responses (2.8%) are considered as data biases because they do not represent requesting acts. Similar with the results of DCT-questionnaire, as presented in table 3, the most frequently used request strategies in Role-plays is conventionally indirect request (70%) with query preparatory (66.5%) as its sub-strategy. It is followed by direct request (21.4%) and non-conventionally indirect request (5.7%).

Table 3. Indonesian EFL learners' request strategies in Role-plays

Request Strategies	N	Percentage (%)
<b>Direct</b>	<b>30</b>	<b>21.4</b>
Mood derivable	13	9.2
Explicit performatives	3	2.2
Hedged performatives	4	2.8
Obligation statements	7	5.0
Want statements	3	2.2
<b>Conventionally indirect</b>	<b>98</b>	<b>70.0</b>
Suggestory formulae	5	3.5
Query preparatory	93	66.5
<b>Non-conventionally indirect</b>	<b>8</b>	<b>5.7</b>
Strong hint	2	1.4
Mild hint	6	4.3
<b>Total</b>	<b>136</b>	<b>97.1</b>

#### 4.2 Indonesian EFL Learners' Reasons of Employing their Request Strategies

The request strategies obtained from DCT-questionnaire and Role-plays clearly indicate that the conventionally indirect request is the most frequently used strategy employed by Indonesian EFL learners. The researchers are interested in figuring out why they massively choose this request strategy. The result of Focus Group Discussion (FGD) involving six (6) learners reveals the answer of this question.

At least, there are two primary reasons revealed from the FGD session. The participants state that the cultural background greatly influences them when realizing requests in English. They are bounded of the Indonesian culture where being a polite person is a must when having communication with anyone, anytime, and in any circumstance. The result of FGD shows that speaking politely, including in stating a request, makes the Indonesian speakers of English feel comfortable to the interlocutors. Thus, according to them, conventionally indirect request is the most appropriate strategy.

*“Our eastern culture teaches us to behave politely to anyone, especially when asking a request to other people. Thus, I always try hard to employ polite words and sentences to make a request, even to strangers and at a same age with me. It will make my interlocutors feel comfortable and are not being intimidated, so that hopefully they fulfill my requests soon.”*



In a similar direction, the participants clearly state that their use of conventionally indirect strategy is affected by the social distance between the interlocutors. Although the data analysis shows a significant use of this strategy in all situations of DCT-questionnaire and Role-plays, the result of FGD indicates that social status of the interlocutors is highly taken into account by the participants when making a request. For instance, the Indonesian EFL learners utilize conventionally indirect strategy when they are required to make a request for their teacher. In the FGD session, a participant said,

*“I am making a request for my teacher whom I admire of. I am his student, so that I have to speak politely to him. Moreover, I request him to give an explanation of a certain material being discussed in the classroom. Not only to a teacher, when I speak to people having a higher social status than me, I prefer to use the politest words and sentences to honor them. I believe that by respecting them, my requests will be fulfilled.”*

When the researchers asked other participants’ opinion, they totally agreed with this reason. A participant added,

*“I also tend to use the politest strategy when requesting to a high-status person, for example my parents. It is very important to ensure that my request will be fulfilled, of course, also to show my respect to them.”*

## **5. DISCUSSION**

After classifying the request realizations according to Blum-Kulka and Olshtain’s (1984) directness level, the researchers notify that Indonesian EFL learners employ conventionally indirect request as their most frequently used strategy in responding to the DCT-questionnaire and Role-plays. Based on the result of FGD, the present study indicates that Indonesian EFL learners’ choice of request strategies is greatly influenced by their cultural backgrounds and social distance between the interlocutors.

First, the Indonesian EFL learners are influenced by their cultural backgrounds and social status between the interlocutors when realizing requests. This evidence accords with the finding of Nugroho (2019) that Indonesian speakers tend to use polite sentences in making a request to anyone, especially to people having higher social status. It is undeniable that in the process of communication, people will naturally be affected by their social cultures. When speakers having different social cultures are communicating, the cultures will interact, infiltrate, and integrate with each other (He, 2019). Scholars (Alzebaree & Yavuz, 2017; Minh, 2011; Muthusamy & Farashaiyan, 2016) believe that *“learning a language is also learning its culture”*. The proverb is contextually true since a successful intercultural communication requires not only linguistic competence, but also the ability to use the language to communicate effectively, that is, pragmatic competence. As this study indicates the massive use of conventionally indirect request in almost all situations of DCT questionnaire and Role-plays, it is necessary to study the Indonesian EFL learners’ pragmatic competence in order to improve their cross-cultural communicative competence.

Second, the Indonesian EFL learners’ preferences of using conventionally indirect strategy in almost all situations of DCT questionnaire and Role-plays indicate that they lack

of pragma-linguistic diversity in their realizations of requesting acts. One of the cases noticed in this study is the overuse of auxiliaries “can” and “could.” The massive use of “can” and “could” by Indonesian EFL learners, according to some previous researches (Jeanyfer & Tanto, 2018; Krisnawati., 2011; Susilo, 2015), provides them an advantage to have the same degree of politeness with native speakers. The result of Güneş and Ortaçtepe's (2019) study revealed that native speakers frequently employ various similar expressions such as “Would it be possible....?”, “Would you mind.....?”, and “Do you think it would be possible.....?” to convey conventionally indirect requests which Indonesian EFL learners failed to reach that variety in their request expressions (see table 4). It might be related to EFL teaching in Indonesia where auxiliaries “can” and “could” are often used and emphasized more in the classroom for performing requests. The learners usually acquire the knowledge of foreign cultures from the surroundings, including in the classroom (Echcharfy, 2019). Also, overemphasis on linguistic forms rather than on communicative functions of the language might encourage Indonesian EFL learners’ have limited acquisition of other expressions except using “can” and “could” to deliver requests. They apparently implemented what is taught by their English teachers in the classroom as they do not have other exposures to the language outside the class.

Table 4. Sample Responses to DCT-questionnaire and Role-plays

DCT-questionnaire	Role-plays
“Could you turn down your music?”	“Could you please turn down your volume?”
“Can I borrow your pen for a while?”	“Can I join the textbook with you?”
“Could you please find a suitable size of T-shirt for me?”	“Could you please bring me more water?”
“Can you take a picture of us?”	“Can you give me direction to this place?”
“Could you share me your textbook?”	“Can you help me finish this part?”

Overall, based on the Role-plays, this study infers that Indonesian EFL learners’ speech acts of requests in Indonesian are appropriate, but when they translate directly the utterances into English, they are similarly less proper. For example, while a request made to a teacher in Indonesian “*Saya ingin bertemu dengan ibu Guru. Apakah ibu memiliki waktu luang untuk bertemu saya?*” is found appropriate, its common literal translation “*I want to meet you Mam. Do you have leisure time to see me?*” is not fully proper in English. The clause “*Do you have time to see me?*” sounds demanding and seems to deliver a command instead of a request. Here is the importance of learning language as a means of communication. Indonesian EFL teaching has to equip learners with knowledge of language functions so that they have the ability to consider the context when translating their utterances into English. Therefore, acquiring pragmatic competence in English will lead learners to use more appropriate expressions, including in conveying requests.

The findings of this study have several implications for English teachers in all educational setting, such as schools, universities, and institutes to enhance EFL learners’ pragmatic knowledge. As stated by He (2019), pragmatic competence is not automatically acquired; rather, it requires a process of acquisition and education, starting from the primary

stage of language learning. With regard to EFL teaching in Indonesia, the findings may significantly contribute to the field of teaching pragmatic competence to EFL learners. The results are also beneficial for Indonesian EFL speakers, who can avoid communication failure by having familiarity with the request strategies in different contexts. Furthermore, researchers working on the area of pragmatic competence can use the results of this study as a consideration to conduct similar contexts of researches. Last but not least, educational policy makers, who have responsible for designing English curriculum, can use the results of this study and other similar studies to make significant changes in the implementation of language teaching by integrating strategies that improve the learners' pragmatic competence.

## 6. CONCLUSION

Drawing on the findings and discussion, it is clear that Indonesian EFL learners frequently use conventionally indirect strategy in realizing their requests. Also, the result of Focus Group Discussion (FGD) reveals that their choices of request strategies are significantly influenced by their cultural backgrounds and social distance among the interlocutors. The massive-used of such a strategy across different situations implicates that Indonesian EFL learners are slightly aware of the involvement of pragmatic devices in the contextual communication. The findings of this study provide practical contribution for promoting EFL learners' pragmatic knowledge to be communicatively competent. It is hoped that the findings will also have multiple benefits and insights for other researches which share similar issues with this study. However, it should be noted that the contextualization of this present study could not represent the pragmatic competence of Indonesian EFL learners in general. Therefore, the author suggests an immense project in similar issues should be conducted by involving greater number of participants as a consistent attempt to study the development of EFL learners' pragmatic competence.

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## Appendix 1

### Discourse Completion Task (DCT) Questionnaire

**Instruction.** I would like to ask you to help me by answering the following questions concerning with requests to complete my research entitle “*Speech Acts of Requests: A Case of Indonesian EFL Learners*”. This is not a test so there is no “right” or “wrong” answer and you don’t even write your name on it. Please give your answers sincerely in the provided space as only this will guarantee the success of the investigation. Thank you very much for your help.

*Imagine that you are in the following situations in English speaking environment.*

#### Situation 1.

You are working on a homework which should be submitted tomorrow. It’s about 9 p.m. A new neighbor about your age whom you do not already know is playing music very loudly. So you are disturbed because you cannot concentrate on doing your homework. You want him to turn down the volume of his music. *What will you say?*

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#### Situation 2.

When you are reading a book at library, you suddenly realize that you forget to bring a pen. You need it to write some notes. Sitting next to you, a person about your age whom you do not already know. You want to borrow a pen from him. *What will you say to borrow a pen from him?*

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#### Situation 3.

You are very interested in joining a competition held by an overseas university, but you guess that your parents do not permit you to go. However, you want to try to ask your parents’ permission to allow you join the competition. *What will you say to your parents to grant you permission?*

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#### Situation 4.

You are in a mall to have a shopping. While walking along the dress showroom, you find a lot of nice T shirts with marked “30% discount”. You want to buy one, but you get difficulty in finding the suitable size. A young (younger than you) shop assistant is approaching you. It is a good chance for you to ask the assistant to find the one that is suitable for you. *What will you say to ask the shop assistant to do this favor?*

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#### Situation 5.

A friend of yours from out of town is visiting you. You are showing your friend around the campus and both of you would like to take a photo together to keep memory of this happy moment. So you want to ask nearby student whom you do not already know to do this favor. *What will you say to get this student to take your picture?*

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#### Situation 6.

When you are joining a class, you realize that you have left your textbook at home. Your close friend sitting next to you has the textbook. You want your friend to share his textbook with you. *What will you say to him?*

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**Situation 7.**

You are having dinner at a restaurant. You want a waiter to give some more water. *What will you say to the waiter?*

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**Situation 8.**

You are wandering around the city, and you are lost. You see a man, whom you recognize that he is your father's friend, so you think you will ask him for the directions. *What will you say to him to ask for direction?*

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**Situation 9.**

You are preparing an upcoming final project and finding that one part of the project is really difficult for you. A fellow friend seems to understand the part much better than you. So you need to ask him to help you. *What will you say to get your friend to help you?*

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**Situation 10.**

You find that the schedule of your class is the same day with your brother's wedding. You prefer to attend the wedding which is an unforgettable moment of your family. Thus, you want to ask permission to your lecturer to not to come to the class. *What will you say to your lecturer?*

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**Situation 11.**

You just arrive in a big city in which you do not recognize the place well. You want to see a person whose address in the city written on a name card with you. Accidentally, you see a teenager walking on the path then you want to ask the teenager to tell you how get to the place. *What will you say to ask the teenager to give you direction?*

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**Situation 12.**

You want to visit your cousin who has been in the hospital for a while. You plan to borrow your neighbor car to go to the hospital because your car has been repaired. *What will you say to your neighbor to lend his car?*

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Adapted from Nugroho (2019).

**Appendix 2**

**Role Plays**

**Instruction.** Read the scenarios carefully and comprehend the contexts and roles of the interlocutors in them. Demonstrate a dialogue of each scenario below with your friend.

**Scenario 1.**

You are in hurry after the class because you have promised your father to drop off him to the station. Your father will leave for out of town. You will be late if you take mass transportation from the campus. While waiting for a bus, you see a fellow student riding a motorcycle. It is a good chance for you to ask the fellow student to give a ride home.

**Scenario 2.**

You are in a class and the lecture is about to start. You realize that you do not have a pen with you. You want to borrow a pen from a fellow student who is sitting next to you.

**Scenario 3.**

You are working on a project given by your lecturer in the campus library. However, you have difficulty in finding a book, so you want the librarian whom you already know to help you out.

**Scenario 4.**

You are completing your final paper or skripsi. You want to consult with your advisor about the paper. You see the advisor coming to the office. It is a good chance for you to have a consultation.

**Scenario 5.**

There is a good movie during the weekend. You plan to see the movie. You feel that will be more interesting if you go with your friend, so you invite your friend to see the movie together.

**Scenario 6.**

You are in an interview to apply for a job. You are sure that the interviewer will you. Now, you want to know the decision by requesting the interviewer to share the result with you.

**Scenario 7.**

You are in a shoe store to buy a pair. After observing some of the displayed shoes, you are interested in a certain of shoes and you want to try on the shoes. You see the shoes keeper and ask him for doing this favor?

**Scenario 8.**

You want to visit your grandmother in her village, but realize that you cannot go by yourself because the distance is far from your house. You want to ask your older brother to accompany you to go to your grandmother's house.

Adapted from Syahri and Kadarisman (2007).